

[Mr. K. A. Raman Pillai]

(b) the number of in-patients treated up to Medom in 1121;

(c) the number of beds at present available in the General Hospital;

(d) the number of beds at present available in the pay-ward; and

(e) the number of beds in the newly opened maternity ward;

Dr. S. John: (a) 81,693.

(b) 9,408.

(c) 342 excluding the beds in the Maternity ward.

(d) 7.

(e) 6.

ANNOUNCEMENT, RE: RESULT OF ELECTION TO THE STANDING FINANCE COMMITTEE AND THE PUBLIC ACCOUNTS COMMITTEE.

President: In the election of one member each to the Standing Finance Committee and the Public Accounts Committee the following members secured the largest number votes:—

STANDING FINANCE COMMITTEE.

Mr. N. Narayana Kurup 16

PUBLIC ACCOUNTS COMMITTEE.

Mr. A. N. Satyanesan 15

These persons are declared elected to the respective communities.

VOTING ON DEMANDS FOR GRANTS—(Contd.)

DEMAND XVII AND XVIII—(Contd.)

Mr. K. S. Joseph: Sir, yesterday I dealt with the question of want of accommodation in the hostels especially for lady students. I would also refer to the admissions in the University Colleges. Two years back I was told that students who appeared more than twice for the School Final would not be admitted into the University Colleges. This year I find that the admission was restricted entirely by the number of marks that a student

got. I wish to be assured of some definite standards known to the public regarding the matter of admissions in the University College. I should also suggest that a certain proportion or percentage of seats in the University College should be set apart for Intermediate students who are residents of Trivandrum, rather whose parents are residents of Trivandrum. I say so because it makes a lot of difference for one resident in Trivandrum to send his children outside Trivandrum in the matter of costs. But it does not make much difference to a parent who resides outside Trivandrum, whether his children go to Trivandrum, Changanachery, Kottayam or Alwaye. Therefore I suggest that a definite percentage can be set apart by the University authorities for admission to students who are residents of Trivandrum. I should also suggest that students who are proficient in sports should be given some preference in the matter of admissions, I find that authorities do not seem to care for proficiency in sports.

Mr. H. C. Papworth (*Pro-Vice Chancellor, Travancore University*): No, Sir. Some preference is given to students who are proficient in sports.

Mr. K. A. Raman Pillai: May I know whether honourable member is aware that some preference was given this year in the matter of admissions to bonafide residents of Trivandrum?

Mr. K. S. Joseph: I am not aware of that. But I pleaded for that with the College authorities.

Regarding the new scheme in the University for giving instruction in English for Pre-University classes after learning all subjects in Malayalam in the High School course, I wish to make one remark. It seems to me that in spite of the expectation of the University that in the course of this one year they would pick up enough English for the study of scientific subjects etc, I feel rather diffident. Instruction in scientific subjects are proposed to be given in the High Schools in the Vernacular. Suddenly there is going to be a transition or transformation whatever it be in the Pre-University classes in the course of one year. I do not feel as much sanguine as the University that students will be able to pick up enough English, rather will be proficient in it for the matter of scientific subjects and other subjects that are to be dealt with in the University in the course of the three years after the Pre-University course.

Now, I shall offer a few remarks about "public instruction". Some of my friends here, Mr. Revi Varma and Mr. Gopalan referred to the syllabus. I do not want to repeat those remarks. It seems to me that the number of subjects and the number of groups that have been prescribed for optionals in the IV Form

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are too many to be taken up conveniently by any school. As I suggested the other day during question hour, it seems to me there are 30 or 40 permutations and combinations possible out of all these groups. No doubt the Director of Public Instruction answered then that each school would take up only a few of these groups. May I ask, will there be any understanding among the different high schools in the State so that, as often happens, the children of officers and others who are transferred from one station to another will be able to follow the same group when they go from one school to another? Finding as we do about 40 combinations, will it be possible for these children to get the same group in other schools? If all these groups are to be taken in all schools, the number of teachers that will be required will be too many for any school to manage. Regarding the syllabus I should also offer this remark, viz. that the syllabus seems to be overloaded. It goes rather too high over the heads of students who are supposed to go to the IV Form. Children of 13 or 12 coming into the IV Form are asked to study in Malayalam subjects like History of Literature, criticisms on Literature and so forth. I also understand that certain text books prescribed are rather not very healthy for children of that age. There is too much of love and sex to be useful to children of that age and I should suggest that these books should not be prescribed.

A word regarding the medium of instruction in the science subjects. As a nationalist I ought to be pleased with this idea of using the Vernacular as the medium of instruction. But it seems to me that we are too small to be a nation. Our Vernacular Malayalam is useful only for the Malayalam speaking country of Malabar and not outside places.

President : I think this matter may be cleared up. If this is the point which the honourable member wants to urge, this question has nothing to do either with nationality or political grouping. It is considered by most up-to-date educational experts that a person who studies science or history through a language with which he is not completely familiar, does not really understand the purport.

Mr. K. S. Joseph : I referred to science subject only.

President : Apart from that, the question whether India should have a national language or should be any nationality and consider that a language which a boy or girl is acquainted practically from the moment of birth should be the medium in which up to a certain stage all instruction should be given—that seems to be the view generally accepted now. Let us take a small State like Pudukotta or Banganapalli. In Banganapalli a

large number of inhabitants are Mahomedans although all the surrounding tracts are Tamil or Telugu speaking areas but the medium of instruction there may be Urdu. The point is what is the language with which a person is most familiar and on account of educational advances statistics have been taken recently in this matter. It is evolved that what is learnt by rote mechanically is to be preserved for long.

Mr. K. S. Joseph : Whether we like it or not the point is that for the next 10 years at least we will have to deal in English.

President : No. I am fairly certain that the correspondence between the new Central Government which will be formed very shortly in a few days time and the other Governments will be in Hindi.

Mr. K. S. Joseph : But one thing is quite clear.

President : I understand that that it has been definitely made clear though it has not yet been published that the language will be Hindi. In fact Mahatma Gandhi wrote to me saying that he would particularly welcome letters written in Hindi to English. So I wrote a letter in my imperfect Hindi, but the position is that he has definitely declined to receive letter addressed to him in English language and so I take it that hereafter there will be a big drive towards the Hindi language in the next few months.

Mr. K. S. Joseph : I quite follow the point. If and when a national language is established and books are written in that language and teachers and students learn that language then—

President : If that were so, nothing could be done. To my knowledge, there are not enough books in Hindi. Yet all over India there is the study of Hindi going on. It is a fact that you cannot make a library of 500 books in Hindi. My knowledge of Hindi being small, I am subject to correction in that. You cannot make a good library of 500 Hindi books, nevertheless Hindi is the lingua franca as it were at the present moment. We are told all basic education is given in Hindi in Wardah and certain other places and Mr. Govindan will testify to it. Instruction is given in all science subjects in the Hindi language. When Tangore started Shantiniketan, exactly the same trouble arose. The Bengalis were thinking how instruction is to be given on architecture painting and other subjects in the Bengali language. I know a particular instance where there is no Bengali equivalent for the word 'perspective'. I quite remember the controversy that arose on that word because I was directly connected with that question. Still education in Santiniketan was

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carried on without a knowledge of English. In these things, there may be trouble for the first one or two years and then things will settle down themselves. That is the real position.

Mr. K. S. Joseph : That is exactly what I too suggest. Till the teachers themselves learn these things, it is not safe for the instruction to be had in this fashion. It will take some two or three years for the teachers themselves to familiarise with the language.

President : If that were the alternative and that is left to the teachers, even at the end of four years, they will say that they are still unprepared. That is where the trouble arises.

Mr. K. S. Joseph : As in the case of primary school teachers some training should be given to the teachers themselves so far as the language question is concerned. As Mr. Revi Varma stated yesterday there are very good teachers from the Brahmin community in Travancore who have been, so to say, making feats in teaching——?

President : I have no sympathy for them. They must learn Malayalam. What do they do for the carrying on of daily affairs. They have to go shopping, marketing etc., everyday. They must learn Malayalam. No mercy need be shown to them.

Mr. K. S. Joseph : It is too much to ask them to learn Malayalam at this time.

President : Why? Though I have every sympathy for the Tamil Brahmin in Travancore, so far as the language is concerned, since he is having his services managed, he must learn Malayalam well. Without studying Malayalam, if one were to make outrageous speeches in that language, that cannot be tolerated. Such teachers should equip themselves in Malayalam.

Mr. K. S. Joseph : They know enough of talking in Malayalam but not the writing of it. Whenever new words come students ask them write those new words on the board and then there is trouble, and laughter at the expense of the teacher.

Mr. G. Revi Varma : May I know whether the honourable member is aware that for all scientific terms it is Sanskrit words that are used now?

President : Because if there is any Sanskrit language in India, not even expecting Hindi and Bengali, it is Malayalam, rightly or wrongly.

Mr. K. S. Joseph : The difficulty comes when the children ask the teacher to write the names on the board. They may know enough of Malayalam to speak, but when it comes to writing, it is a serious difficulty for the teacher.

President : Then he could say 'I am adopting the roman alphabet'.

Mr. K. S. Joseph : Our young men who have passed not even the fourth or fifth standards are able to obtain jobs not only in India but outside too because of their knowledge of English. Whether to us in India, English is going to be taught or not English is going to be the world language for at least the next ten years, or till Russia becomes the greater world power and Roman becomes the language for International Communication. Till then it is fairly clear that for International Contacts, for trade, for the study of scientific subjects English would be absolutely necessary. I could have understood our adapting Hindi as that is going to be the All India language. But with the knowledge of only Malayalam our young men will not be able to find a place any where in India, much less outside except in Malabar.

President : I may at once say that this new system has been really introduced over the heads of many of us. I shall be attacked for what I am saying now. Nevertheless, I believe that the idea of Hindi, a national language, is surely wrong. Hindi can never be a national language and the trouble that is already arising is going to be accentuated. Mahatma Gandhi himself says that one must know both the languages Urdu and Hindi and that he must write both the scripts. Otherwise, he is no nationalist. He has already said so. To-day, whether we like the Englishman and the American or not the only language which has a chance of surviving is the English language and, even at the risk of being termed anti-national, I should like to have a real partiality being shown for the Roman alphabet so that it may be the common alphabet for the whole of India and that there may be a certain knowledge of English. But it has been not possible. The idea of men talking in English is denounced by the highest possible quarters. Personally, I think, the whole of this movement is wrong-headed.

Mr. K. S. Joseph : The result of all this, I dare say, is that we may not be able to find jobs for our young men. I am afraid, we have been rather too fast in this matter. We should have taken a little more time before we jumped into this.

Mr. K. A. Raman Pillai : Sir, we find more than Rs. 10 lakhs provided for in the Budget for the introduction of free and compulsory primary education for the year 1122. Rs. 75 lakhs is also seen to have been provided in the Budget for expenditure under the normal activities. When we take into account the expenditure under University Education also, the figure will

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come to something like one crore and seven lakhs of rupees. These figures certainly speak for themselves and comment is superfluous. They bear testimony to the fact that the Government are out to root out illiteracy and to promote the cause of education both technical and academic. I will even go to the extent of saying that the Government are over indulgent in the matter of spending amounts for education. Sir, we are embarking upon a period of big changes in the field of Education, and the implementation of the new scheme of education will produce a state of affairs when it will not be possible for us to come across any person who is a misfit in society. We are departing from the path of conservatism. There is a new outlook, a new re-orientation in the field of Education.

Sir, regarding compulsory primary education, it has been introduced in the taluks of Thovala, Agasteeswaram and Nagercoil and in the city of Trivandrum. It is a very great reform that has been introduced. I was rather grieved to hear what fell from one honourable member the other day that the recommendation of the Legislature ought not to have been accepted by Government. It is an indisputable fact that it is the opinion of the public, voiced through the Legislature, that the Government has given effect to, and to say that the Government ought not to have accepted that recommendation is a slur on the Legislature.

Sir, it has been remarked by one honourable member that the new scheme ought not to have been introduced all on a sudden in the Fourth Form this year and that the Department ought to have waited to introduce the scheme in the Fourth Form after working out the scheme in the primary education course and the lower middle course. It was also suggested that in regard to the scientific terms, English words ought to have been retained without any attempt to translate them into Malayalam. May I point out at the outset that these difficulties are more imaginary than real.

With regard to the optional subjects, may I point out that there are 17 subjects or so for choice. It is stated in the Reorganisation Committee's report itself that such groups of optionals may be had according to the local conditions. It does not appear to me that there is any compulsion to have all groups of subjects in a school. Discretion may be made according to the availability of teachers and the qualification of the teachers and local conditions and other requirements.

Then, with regard to these scientific terms. I do not think there is any difficulty with regard to this matter. The University has published a glossary of terms in Sanskrit and the schools are following those terms and our students can make themselves familiar with those terms. Those who are taught under a different system may think there is great difficulty. What is more important, some very good books have been published by eminent authors for the use of the students as regards certain subjects. For example, I have come across a book written in Malayalam by one who is well versed on the subject of Physics. I refer to the book written by Mr. Gopala Menon of the University College. I find the book would be very useful to students. Then, it is said that the private managements were not consulted regarding syllabus. As a matter of fact, the syllabus was prepared by an expert committee.....

Mr. K. G. Ravi Varma : : ആ ടെക്സ്റ്റ് ബുക്കിൽ ഒട്ടുമിക്കും ലം വാക്കുകൾ ഇംഗ്ലീഷിൽത്തന്നെ ഇട്ടിരിക്കുകയാണെന്നു മെമ്പർ അറിയാമോ?

Mr. K. A. Raman Pillai : I do not think it is so. As a matter of fact, when I saw the Physics book, it contained both English terms and Sanskrit equivalents. How is it possible otherwise to enrich our own language except by way of translation. Malayalam and Tamil have more often borrowed from the storehouse of Sanskrit literature and I am surprised to find honourable member Mr. Ravi Varma saying that these terms should be retained in English for all time to come.

With regard to the complaint of implementing the scheme all on a sudden in Form IV the logical consequence of my friend's arguments is that the new scheme ought to be introduced in Form IV only after five years in the primary schools and three years course in the middle schools are completely worked out. If this is to be implemented in the University, a further course of three years is necessary. I certainly differ from the honourable member. Sir, 11 or 12 years is a long period in the life-time of a person and is it advisable to wait for such a long period to achieve any thing? More over, there is absolutely no necessity for this, as each course stands separate by itself the primary school stage, the middle school stage, the high school stage and the University course. The middle School course is not a prelude to the high school course, because the student completes a certain stage with the middle school studies.

Sir, next, I wish to say that I am of opinion that the Pre-University course ought to have been started this year, itself

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because the high school course is not dominated by the University requirements according to the new scheme. I hope that the Pre-University classes will be started atleast next year.

Then, Sir, I have to point out one word regarding the scheme of medical examination of the students. At the outset, I may say that the examination is not conducted properly. The medical examination is conducted only in the primary schools. I would say that it must be conducted in the middle schools and high schools also. From the Administration report I am not able to get out any useful information. The report does not reveal any useful information regarding this.

Another point I wish to bring to the notice of the House is with regard to the poor pay of the teachers in the middle and high schools in private institutions. They are getting very low pay compared to the pay that is received by the teachers in Government schools. (Presidents' Bell)

Mr. K. C. Chandy: Sir, I oppose both these demands. I am glad that the opposition which I raised on the floor of the House when the Demand for the University was moved at the last budget session had its desired effect in one respect. The Pro-Vice Chancellor does not now seem to take shelter under the unimaginative and stereotyped reply that the University is an incorporate body and is therefore independent. He has this year given us some answers. I congratulate him to that extent. I cannot but mention that I have another complaint which I raised regarding the University last year and which still remains unremedied. Last year, I pointed out that in the matter of appointments, the University and, for that matter, the Department of Education too, happen to be a close preserve for certain communities alone. Even now, in fact, it would appear, Sir, that Christians are excluded so to say from all administrative posts in the University and in the Department of Education. I do not know whether the new education policy of the Government has anything to do with it.

President: Does the honourable member say that in the administrative places in the University Christians are excluded? Is that so?

Mr. K. C. Chandy: Yes, Sir. And also in the Department of Education.

Sir, in commenting on the demand for General Administration I pointed out that the education controversy in Travancore which looms so large, reduces itself to one simple question, *i. e.*, whether private agencies, be they Christian, Hindu or Muslim,

should have a place in the national system of education. I also pointed out that except in totalitarian States, private agencies are recognised to have their due place in the field of education.

President: Honorable member cannot go back upon the decision of this House. It has been definitely resolved on the 18th August 1945 that Government should take up the whole control and management of primary education in the State as a preliminary step of the introduction of Compulsory Primary Education. 30 members were in favour of the resolution, 4 were against and 1 was neutral.

Mr. K. C. Chandy: What the rule says is that if a "resolution" has been passed by the Council the same resolution cannot be.....

President: Order, order. The subject cannot be discussed. That is clear. Otherwise every 3 months according to the attendance of the House, the question may be raised again and again.

Mr. K. C. Chandy: The policy of the Government in accepting a resolution though passed by this House, is a matter which I can discuss.

President: Order, order. The position is perfectly clear. A question substantially identical with one on which this Chamber has given a decision within the space of one year shall not be raised again. Obviously, this is substantially identical.

Mr. K. C. Chandy: I obey the ruling of the Chair. I do not propose to continue the discussion whether State monopoly of education is commendable or not.....

President: Order, order. It is a decided fact that the question cannot be raised in this House.

Mr. K. C. Chandy: During the general discussion, the President asked me a question whether Ceylon was totalitarian in its educational policy. I do not know if I would be in order if I proceed to answer it now.

President: No.

Mr. K. C. Chandy: Now I come to another point, i. e., when the Primary Education Act does not mention anything of denominational schools, certain pronouncements from Government members have brought in what is called "denominational schools." I wanted to get a definition of the term. But the Honourable Member for Education did not give me a reply. The definition is not given either in the Act or in the Rules. But from your address to the Council on the 7th February, I understand that what the Government means by a denominational school is a school run by a particular denomination which admits students of that denomination only. If that be so, I

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would say that the imposition of a condition to that effect would be a negation of the natural right of the parent to decide to which school he ought to send his child.

President: Order, order. That again is a question directly opposed to the decision of this House, because if the argument of the honourable member is correct, then there is a natural right on the part of the Hindu parent to send his child not to any of the primary educational institutions started by Government and it would be the negation of the natural right of a Hindu parent if he cannot send his child to a Catholic school. I do not want to discuss the merits. It may be wrong or it may be right. But this matter is substantially identical with what was discussed on 18th August last year. The decision of the Government is to take up the whole control and management of the primary education in the State, so that every parent other than those who are given special rights under the Act, has lost his right to educate pupils excepting in Government Schools. Rightly or wrongly, the decision of the Government is that, excepting in the case of denominational schools, every parent in the State has lost his right to educate his child in the primary stage excepting in the Government schools.

Mr. K. C. Chandy: I bow to the ruling of the Chair. Sir, it means that, if I want to send my child to a school managed by a Hindu denomination, I cannot.....

President: You cannot. In other words, if it is purely a Hindu denominational institution it will not be allowed to admit Christians. That institution is a denominational institution run for the benefit of that particular denomination, for the members of that denomination alone. The reason makes it perfectly clear why it is so. No parent has a right to say 'I shall educate my child in the primary stage, excepting in accordance with the directions of Government.' Rightly or wrongly, universal compulsory education means that. Some Communities say that this is a kind of education which is Godless and wrong, and therefore we do not propose to educate our children and we do not believe in a Godless education. If you feel so strongly, you can run your own denominational schools. In order to give this kind of people a latitude and some benefit, their schools are allowed to be recognised. What grant they will get is a matter to be discussed. But it is not open to a Hindu parent to send his child to a Christian denominational school or for a Christian parent to send his child to a Hindu denominational school.

Mr. K. C. Chandy: Another point I would like to refer to is about the Catholic Congress. I do not know if I would be in order.....

President : What is the point that you want to discuss ?

Mr. K. C. Chandy : I would like to refer to the statement made by you about the Catholic Congress.

President : How can it come now ? **Mr. Chidambarathanu Pillai.**

Mr. T. M. Chidambarathanu Pillai (Thovala, cum Agastiswaram) : Sir, I support both the demands. Before I make my observations on the demands.....

President : Honourable member will have only 5 minutes.

Mr. T. M. Chidambarathanu Pillai : Sir, in view of the large number of questions and the large number of people taking interest in getting exact information regarding compulsory education in the area wherein the Compulsory Primary Education Act was allowed to come into force, I wish to say a few words. With regard to the number of pupils that attend Schools under this Compulsory Education Scheme, between 5 years and 10 years, within the area, the latest Census report of the Department shows that there are 31,000 pupils. Out of this 31,000, above 28,000 pupils attend to these schools within the area. That is, only 23 schools are not coming under the purview of this Act. They are managed by Roman Catholics. These 23 Schools are in the Thovala and Agastheeswaram Taluks. They give instructions to about 2000 students. Some of them are Hindus. There are a large number of Roman Catholic students also.

Out of the 138 schools which are now taken by Government in the Compulsory area, about 60 or 70 schools have been surrendered by the L. M. S., Salvation Army and other Christian Churches. We must understand what is the nature and status of this L. M. S. It was they who introduced English education into our country some hundred years ago. They are highly educated and financially resourceful. They have volunteered and surrendered their schools. It cannot be said that they surrendered for want of funds. All the qualified teachers who were working in those schools were transferred to Government schools and they have been paid Rs. 25 and Rs. 30. In this connection I may point out that these teachers were used to get Rs. 7 or Rs. 10 only in the maximum. Sometimes they may be given and sometimes they may not be given their pay. Another thing is the insecurity of tenure of these teachers. If the managements are not satisfied with these teachers, they will be transferred to distant places. Sometimes they may be sent away altogether for no reason. These teachers could never be sure of their places. When we consider all these things we must say that it is the duty and right on the part of the Government to introduce

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this Compulsory Primary Education in Travancore. This aspect of the question was discussed in a large scale in both the Houses. They have all come to the same conclusion that it is a very great advantage to the people and that it must be enforced by Government and that it would be attended with great success. I wish to add that this has become a great success, because, there are now about $2\frac{1}{2}$ lakhs of pupils and about 425 teachers and about 138 schools in that area in which the Compulsory Education is introduced. There are schools at a distance of about 1 or $1\frac{1}{2}$ miles for every child, so to say, every school is taken near to the child. Even very small children can freely go and attend these schools.

Mr. G. Narayana Aiyar: May I know whether the member is aware that the Cochin Government have passed an order that appointments in private schools should be made under the Public Service Recruitment Rules?

Mr. T. M. Chidambarathanu Pillai: Sir, I am aware. As the pay was fixed at Rs. 25 the power of appointment did not go into the hands of the Public Service Commissioner. It was left to the interest of the Department and the people. It was decided that the member in charge of the Compulsory Education Scheme must be given power to appoint teachers. Therefore the Director of Public Instruction is given ample authority to select qualified teachers, because the qualified teachers from different managements must be selected irrespective of their community as per terms and conditions under the agreement of surrender.

I wish to add one word more about the introduction of Diploma in Shorthand in Travancore. Persons who have been qualified themselves under the Madras Government Examination and the London Chamber of Commerce Examination were given appointments before. A large number of students who have passed in these examinations are still continuing in their posts. They are not given due promotions as was before. According to a Government order of 1928, these Examinations were recognised as sufficient for appointment in Government Departments. But on 12-2-1946, Government passed an Order that persons who have got Diploma Certificates should alone be appointed.

President: Order, order. What has been done is this. Formerly there was a kind of artificial discrimination given in the case of foreign Examinations. We have passed a rule that the position will not be regarded as giving rise to a claim of a kind of superiority for appointments, as most foreign Examina-

tions are not better than Indian Degrees. Any attempt therefore to take up foreign diploma or degree will not by itself establish a superior right of appointment over others.

Mr. T. M. Chidambharathan Pillai : The Government should favourably consider that those who have registered their names with the Public Service Commissioner and those who are already in service may not be handicapped and their progress may not be checked. If necessary they may also be allowed to sit for the Diploma Certificate Examination and qualify themselves under the new rule.

President : Yes. Mrs. Kora.

Mrs. Thressiamma Kora (Vaikom, Kottayam and Changanacherry cum Peermade) : സർ, വിദ്യാഭ്യാസം സംബന്ധിച്ചുള്ള ക്രിസ്തുമതപരിഷ്കാര ചണ്ഡികയിൽ നിലയെ സംബന്ധിച്ച് എനിക്കു പറയാനുള്ളത് ക്രിസ്തുമതപരിഷ്കാര അവതരണ വകുപ്പിലുള്ള സ്കൂളുകൾ നടത്താനാവകാശം ഉണ്ടായിരിക്കണം. കുട്ടികളെ ഏതു സ്കൂളിൽ അയയ്ക്കണമെന്ന് നിശ്ചയിക്കുവാനുള്ള ചുമതല മാതൃപിതാക്കന്മാർക്കുണ്ടായിരിക്കണം.

President : Order, order. My ruling must be borne in mind that you cannot speak against the decisions of the House or raise that question.

Mrs. Thressiamma Kora : കൂടാതെ ഏതു ക്രിസ്തീയവകുപ്പിൽപ്പെട്ടവർ നടത്തുന്ന സ്കൂളുകളിലും ആ വകുപ്പിൽപ്പെട്ട കുട്ടികൾക്കു സ്കൂൾസമയത്തിനു മുൻപോ പിൻപോ മതവിദ്യാഭ്യാസം നൽകുന്നതിനുള്ള അവകാശം ഉണ്ടായിരിക്കണം. സ്കൂളുകൾക്കു ഗ്രാൻറുചെയ്യുന്നതിനുള്ള അവകാശം ഉണ്ടായിരിക്കണം. എന്നിരുന്നാലും സംഗതികൾ മാത്രമേ അങ്ങനെയുണ്ടാവുന്നുള്ളൂ. ഈ വക സംഗതികളിൽ ഒരു രാജിക്കു നിവൃത്തിയില്ല. ഈ വക അവകാശങ്ങൾ തരുന്നതുമൂലം പ്രാഥമിക വിദ്യാഭ്യാസം നിർബന്ധിതമാക്കുന്നതിനു യാതൊരു പ്രതിബന്ധവും ഉണ്ടാവുകയില്ലല്ലോ. ക്രിസ്തീയവിഭാഗങ്ങളിൽപ്പെട്ടവരുടെ മതപരമായും മറ്റുമുള്ള അവശതകൾക്കു പരിഹാരം ഉണ്ടാക്കുന്നതിനുള്ള നടപടികളിൽ എല്ലാ ക്രിസ്തുമതപരിഷ്കാര യോഗിക്കുമെന്നാണ് എന്റെ വിശ്വാസം.

Mr. A. N. Satyanesan : സർ, മതലിംഗമായ അടിസ്ഥാനത്തിൽ വിദ്യാഭ്യാസവകുപ്പു പരിഷ്കരിച്ചതിൽ രാജ്യവാസികൾ ഗവണ്മെന്റിനെ മുക്തകണ്ഠം സ്തുതിക്കുന്നുണ്ടെന്നാണ് എന്റെ പരമമായ വിശ്വാസം. ഇൻഡ്യൻജനത ആകമാനം ആദർശപൂർവ്വം കൊതിച്ചിരി

[Mr. A. N. Satyanesan].

ഒന്നു പുരോഗമനപരമായ അങ്ങയുടെ പദ്ധതി പ്രായോഗികമാക്കുന്ന സ്വന്തത്തിന് ചില കാര്യങ്ങൾ പ്രക്ഷോഭകാരികൾ അതു മതഭംഗമെന്ന നിലയിൽ ഭർവാവ്യാനം ചെയ്ത് രാജ്യത്തിന് അകത്തും പുറത്തും ഭയപ്രചരണം നടത്തുന്നത്.

President: I have ruled that members cannot raise this question either in support or for opposition. Excepting a general observation, no argument can be raised. Even supporting last year's recommendation is raising a question substantially identical with the one already passed. So I would ask the honourable member to realise the boundaries within which he can speak.

Mr. A. N. Satyanesan : സർ, കത്തോലിക്കർ മാത്രമല്ല എല്ലാ ക്രൈസ്തവവിഭാഗങ്ങളും ഈ വിദ്യാഭ്യാസപ്രക്ഷോഭണത്തിൽ ഉൾപ്പെട്ടിരിക്കുന്നുവെന്ന് തെറ്റായ ഒരു പ്രചരണം നടത്തുന്നതുകൊണ്ടാണ് ഞാൻ ഈ കാര്യം പ്രത്യേകം ഉന്നയിപ്പാൻ ആഗ്രഹിക്കുന്നത്. എനിക്കു പറയാനുള്ളത്, മറുജ്ഞ ക്രൈസ്തവർ ഇതിൽ സംബന്ധിച്ചിട്ടില്ല എന്നുമാത്രമല്ല കത്തോലിക്കരിൽതന്നെ ഏറ്റവും ചുരുങ്ങിയ ഒരു കൂട്ടം ആളുകൾ മാത്രമേ ഈ പ്രക്ഷോഭണം നയിക്കുന്നുള്ളൂ എന്നാണ്. സർ, എന്റെ മാനുസ്ക്രൈഫിൽ മി. ജോസഫ് പ്രസ്താവിച്ച എൽ. എം. എസ്. ക്രിസ്ത്യാനികൾ അവരുടെ സ്കൂളുകൾ കൈവിട്ടതല്ല, അവർക്ക് അതു വഹിക്കുവാനുള്ള ത്രാണി ഇല്ലാത്തതുകൊണ്ടാണെന്നാണ്. അതു തികച്ചും അടിസ്ഥാനരഹിതവും പൊരുത്തമില്ലാത്തതുമായ ഒരു വസ്തുതയാണ്. നേരെമറിച്ചു മാതോമ്മാസമുദായം—മി. ജോസഫ് ഉൾപ്പെടുന്ന മാതോമ്മാസമുദായത്തിന് അവരുടെ സ്കൂളുകൾ നടത്തുവാൻ കഴിവില്ലെന്ന് സ്കൂൾമാനേജരായിരുന്ന മി. കെ. കെ. കുര്യൻ വിദ്യാഭ്യാസകമ്മറ്റിയുടെ മുഖിൽതന്നെ പ്രസ്താവിച്ചിട്ടുള്ളതാണ്. അതിൽ ഭൂരിപക്ഷം അംഗങ്ങളും ഇപ്പോഴും അതേ നിലയിൽതന്നെ ഇരിക്കുന്നുവെന്നാണ് എന്റെ വിശ്വാസം.

Mr. K. S. Joseph : That is wrong.

Mr. A. N. Satyanesan : എന്നാൽ ചില പ്രക്ഷോഭകാരികൾ, അവരെ പ്രേരിപ്പിക്കുന്നതുകൊണ്ട് വ്യത്യസ്തമായിട്ടുള്ള ഒരു നില ചുരുങ്ങിയ ആളുകളുടെ പ്രേരണയിൽ അംഗീകരിക്കുന്നുണ്ടെന്നാണ് എന്റെ ബോധ്യം.

Mr. K. S. Joseph : That is also wrong.

Mr. A. N. Satyanesan : അതുപോലെതന്നെ യാക്കോബായ സമുദായത്തിൽ ഒരൊറ്റ ആളുപോലും അതിനെ അനുകൂലിക്കുന്നതായ് ഏതെങ്കിലും ഒരാൾ ഇത് ഈ സംസ്ഥാനത്തിലെ അതിപ്രധാനമായ ഒരു വിഭാഗമാണ്. കത്തോലിക്കാസമുദായത്തിൽത്തന്നെ ചങ്ങനാശേരി രൂപതയുടെ വളർച്ചയുള്ള വിഖ്യാത മതാദ്ധ്യക്ഷന്മാരുടേയും, പ്രക്ഷോഭകാരികളായ പുരക്കുറുപ്പന്മാരുടേയും ആലോചനയിൽ നിൽക്കുന്ന പുരക്കുറുപ്പന്മാരുടേയും ആളുകളെല്ലാത്തൊന്നും ഉൾപ്പെടെ ഈ പ്രക്ഷോഭത്തെ അനുകൂലിക്കുന്നില്ല.

Mr. Paul A. Thaliath : അവർ അതിനെ അനുകൂലിക്കുന്നില്ലെന്ന് മെമ്പർ എങ്ങനെ മനസ്സിലാക്കി. മെമ്പർ അതിലെ അംഗമാണോ?

Mr. A. N. Satyanesan : ഞാൻ ആ സമുദായത്തിലെ അംഗമല്ലെങ്കിലും തിരുവാതാമൂലയിലെ എല്ലാ വിഭാഗങ്ങളും ഉൾക്കൊള്ളുന്ന ക്രൈസ്തവരിൽ ഒരാളെന്ന നിലയിലും കഴിഞ്ഞ ഏകദേശം കൊല്ലങ്ങളായി പരിചയം ലഭിച്ചിട്ടുള്ള ഒരു പത്രപ്രവർത്തകനെന്ന നിലയിലും എനിക്ക് ഈ സാഹിത്യ അറിയാൻ സാധിക്കും. സർ, കത്തോലിക്കർ യാതൊരു അടിസ്ഥാനവുമില്ലാത്ത ആരോപണങ്ങളും പലരൂപത്തിലുള്ള വ്യാഖ്യാനങ്ങളും നടത്തുന്നതായി കാണുന്നുണ്ട്. ഒരുവശത്ത് അവർ ഭീഷണി മുഴക്കുന്നു. ആ സമുദായം ഉൾപ്പെടുന്നില്ലെങ്കിൽ ഈ രാജ്യത്ത് സ്ഥാപിതമാകുന്നതിന് ഉതകുന്നതായിട്ടുള്ള സംസ്കാരത്തെ നയിക്കുകയും നിയന്ത്രിക്കുകയും ചെയ്യുന്നതിനുള്ള ഭേദഗതികൾ സ്ഥാപിക്കുന്നതിനുള്ള ഈ ഗവണ്മെന്റിന്റെ ഉദ്ദേശം നടപ്പിൽവരുത്തുന്നതിൽ ഭീഷണി മുഴക്കുന്നു. സർ ഇതിന്റെ അർത്ഥം.....

Mr. K. C. Chandy : Sir I rise to a point of order. I wish to know whether it is open to the member to make charges against a community in the State?

President : I do not follow what the charges are. He says that certain members have given rise to the impression that the Government are not able to conduct the Primary Schools. That argument was used practically on every occasion. Evidently they feel that, Government cannot pay the whole amount for the primary education.

Mr. K. C. Chandy : If that were so, a point of order would not have been raised. The member is making a regular attack on the Catholic community and not against certain individuals who led the agitation.

Mr. A. N. Satyanesan : സർ, ഈ നിയമസഭയിൽ ഉള്ള ഒരു അംഗം ഞാൻ ഉൾപ്പെട്ടതായ സമുദായത്തെ യൂദാസ് എന്ന് അഭിസംബോധനം ചെയ്തത് അങ്ങയുടെ ശ്രദ്ധയിൽ പെട്ടിരിക്കുമെന്ന് വിശ്വസിക്കുന്നു.

President : My attention was not drawn to it as it must have been. If it was done I would have asked the member to withdraw the observation and apologise.

Mr. A. N. Satyanesan : സർ, ചരിത്രപരമായി അഗാധ ജ്ഞാനമുള്ള അങ്ങയോട് ആദിമകത്തോലിക്കരിലാണ് യൂദാസ് ജനിച്ചതെന്നുള്ള വസ്തുത അറിയിക്കേണ്ട ആവശ്യമില്ലല്ലോ. സർ, എൽ. എം. എസ്. സഭ ഓതിന്റെ ചാർജിലിരിക്കുന്ന വിദ്യാലയങ്ങളെ വിട്ടുകൊടുത്തത്, മനുഷ്യധർമ്മം എന്നുള്ള ഒരൊറ്റ കാര്യം നിവഹിക്കാൻവേണ്ടി മാത്രമാണ്. ഈ സംസ്ഥാനത്ത് വിദ്യാലയങ്ങൾ ആദിമകാലം മുതൽക്കുതന്നെ ഉണ്ടാക്കുകയും പ്രൈമറിവിദ്യാഭ്യാസത്തിനു വേണ്ട പ്രോത്സാഹനം നൽകിയതും എൽ. എം. എസ്., സി. എം. എസ്. ഈ സഭകളാണ്. ഇത് ഒരു പ്രത്യേക അന്തരീക്ഷം സൃഷ്ടിക്കാൻ വേണ്ടിയല്ല എന്നു അവർ ധനസഹായത്തിന് പുറമേനിന്നും ഈ അടുത്തകാലത്തു വിദേശകാര്യമന്ത്രി തിരുവിതാംകൂർ സന്ദർശിക്കുന്നതായ സന്ദർഭത്തിൽ വിദ്യാഭ്യാസഫണ്ടിനായി അന്നുവെച്ചു വെച്ചിട്ടു തുക ഏതുതരത്തിൽ വിനിയോഗിക്കണമെന്ന്.....

Mr. H. C. Papworth : Sir, as the time at my disposal is very short, I will take first of all the one point which seems to have some educational or academic importance, namely the question raised by the honourable member Mr. Kurup as to why students are not admitted into what he called the Senior Classes. The answer is that admissions are not made into classes at all, but they are made into courses of study in the University. The course of study may be one year or it may be 2 years as in the case of the Intermediate and Post graduate degrees, or it may be 3 years as in the case of Honours. Admissions are made at the beginning of the year and people are not allowed or encouraged to come in the middle, because it is thoroughly educationally unsound. That is the reason why students are not admitted into the senior classes as he chooses to call them. On the other hand, a slight exception is sometimes made by rules which are deliberately made to make it difficult, because encouraging one to change from one college to another is not good. There might be exceptional cases. I will give an instance. Last year there was a boy in one of the classes in the mofussil colleges who got ill. His illness was not so serious as to force him to discontinue his studies. But it required treatment side by side with his attendance in the College. That course of treatment

was available in Trivandrum. Therefore, having done the first year elsewhere he applied under the rigid rules for permission to complete his course in Trivandrum or it may be that sometimes a student's parents are transferred to Trivandrum. The local hostels are full and the only way of giving accommodation to him is by allowing a transfer to Trivandrum. But these rules are very strict. In order to enable a student to be transferred he has to get the consent of the Principal of the College which he is leaving and the written consent of the Principal of the College which he proposes to join, and a third certificate from the Principal of the College that he can successfully continue, without interruption, the course of study which he has already begun, because it very seldom happens that the actual courses in the two colleges coincide. One set of books may have been begun in one college in one year and another set in another college. The rules are deliberately made difficult because we do not want to encourage such transfers because, as I said, it is educationally unsound. A student should complete his course in the college in which he has begun. It is only in 3 or 4 exceptional instances that concessions have been granted. I know that during the past 2 years people have been trying to find devices or tricks whereby they could overcome these rules. I am aware of the particular case which Mr. Kurup has in his mind. The standard of eligibility for University College is slightly higher than that prescribed for the colleges elsewhere. So it has sometimes happened during the past 2 years that persons who were studying in the mofussil colleges could not have got admission in University college. Some of these students tried to get into the 2nd class here. But they did not succeed. The Principal will not sign the required certificate. I will ask the honourable members not to encourage young men to find easy ways of evading rules which are deliberately made difficult, but to encourage them to take the harder path and to get down to their work and finish the course of study which they undertook in one and the same college. I would be the last person to recommend to the syndicate any relaxation of this salutary rule.

I was rather surprised at some of the other facts which I do not think are of such academic importance. Mr. Narayana Aiyar mentioned certain facts which he gathered from Newspapers, that the examination charges in Travancore University, as compared with other Universities in India, are rather high. Our University was till recently affiliated to Madras University and our fees are still exactly the same. If one compares the examination charges of our University with those of other Universities, one will find that in some cases our charges are a

[M. H. C. Papworth.]

little higher and in many cases much lower. I have got the figures with me regard to other Universities. Take for example the Intermediate examination. I find that higher rates of fees are levied by Calcutta, Aligarh, Rangoon, Patna, and Utkal Universities. Heavier fees for some of the other examinations are charged by the Universities of Agra, Aligarh, Andhra, Benares, Calcutta, Dacca, Nagpur, Osmania, Patna, Punjab and Rangoon. It is not right therefore to say that our fees are higher than those of the other Universities in India; it is only in one particular examination, *viz.* the B. A. where we are bracketed with Madras and Aligarh and charge Rs. 48 whereas the average fees of other Universities come to about Rs 45 or less. In other examinations you will find that many other Universities are charging more than we do.

I next advert to something which was not mentioned in the debate but about which a question was raised yesterday. Some one asked me whether my attention has been drawn to a statement made by the Secretary to Archbishop Mar Ivanios that he has been given permission to open a College at Trivandrum. I have not seen the account in the newspapers but the Archbishop told me about it. He said that the statement in the paper was neither sent by him nor his Secretary, nor authorised by him. It has been contradicted by him subsequently. I am a firm believer in the freedom of the press, but that freedom involves the right to report accurately or inaccurately. I have only to think of the report that occurred in the *Madras Mail* with regard to the report of the Education Re-organisation Committee which this House generously accepted last year. That report was topsy-turvy from beginning to end and gave a completely wrong account of our schemes and our proposals. Nevertheless I suppose that the freedom of the press, as I said, may give rise to inaccurate as well as accurate reporting.

I was also very surprised when one honourable member said, in regard to the method of admission to the Engineering College, that drawing has nothing to do with Engineering. Drawing and Mathematics are the basis of Engineering. Admission to the Engineering College ought therefore to include a test in drawing as well as proficiency in Mathematics. They are essential; and admission to the Engineering College is by competitive examination which is scrupulously and fairly conducted and which consists of three parts. In the first part, credit is given for the candidate's achievement in the qualifying test, that is to say, Intermediate Group I up to 100 marks. The

second part consists of a practical examination in which drawing naturally figures prominently, and 100 marks are allotted for that. The third part consists of a viva voce examination for which 150 marks are allotted.

Mr. G. Narayana Aiyar : May I know whether artistic drawing or instrumental drawing is contemplated ?

Mr. H. C. Papworth : Geometrical drawing is obviously the basis for Engineering, on which great stress is laid not only here but by every University. I was saying that this method of admission to the Engineering College by a competitive examination is the only fair method by which you can ensure that the right type of pupil is admitted. Besides, for a long course of four years, you cannot run the risk of admitting pupils who after the first or second year will unfortunately drop out. That is one of the reasons why no seats are actually reserved for members of the backward communities. During the first two years after the inception of the Engineering College, that was done. One or two seats were reserved for members of particular communities, but this procedure has now stopped. I think it was in the other House last year that I gave detailed reasons for discontinuing this system. I said that out of the four or five members of the backward communities who were admitted on that basis, the majority of them had to discontinue their studies after the first or second year. Very few who were so admitted studied for all the four years. Therefore honourable members will see that in a professional course of this kind which is based on skill, it is no kindness to admit pupils unless one is quite certain that they do not run the risk of failing half way through.

Another subject which I would refer to is the lack of accommodation. We of course admit the scarcity of accommodation in Colleges and Hostels. But honourable members must realise that the present Collegiate accommodation is strained to the utmost. There are in the University College alone, 1,667 students, and that is an increase over last year by 333. Against our conscience and knowing that it was academically unsound, yet because of the inordinate rush, we had to issue instructions to the Principal to admit as many as he possibly could. The result is that there is no space now. The increase in the Women's College is 105, in the Training College the seats have been increased from 80 to 120, and the number of seats in the Engineering College has doubled in the past few years. Other Colleges will come into existence. One has already been opened in Alleppey. None of the other applications which we are considering.....

President : I may say that this morning I have received monetary guarantees for another college in Nagercoil.

Mr. H. C. Papworth : None of the other applications has yet reached the stage at which the Syndicate can take action. I honestly believe that multiplying the number of ordinary colleges is not the best way of dealing with this question. As the report of the Education Reorganisation Committee says, we have to divert pupils from the ordinary academical rut into useful avocations of life. That will not be done by duplicating the Arts and Science colleges but only by the providing new alternatives. That in turn cannot be done in a day; yet, the new commercial course in Alleppey is an augury of success. That Commercial College prepares students for an All-India Diploma in Commerce, which has All-India recognition. They can take only 40 candidates now, but they had 120 applicants. I sincerely hope that other institutes of commerce will be opened—at least one if not two in Trivandrum and I hope that a Pre-University school will also come into existence next year, which those who pass the E. S. L. C. may enter to test their capacity for the University. Since the E. S. L. C. is the qualification for admission to the Diploma Course in Commerce, I hope it will be possible to combine the All-India Diploma Course with the Pre-University School. We are hoping also to bring in a polytechnic which again will help this diversion. I hope that honourable members will encourage young men to take to these new avenues.

With regard to residential accommodation, I dealt with that subject in the lower House and pointed out that when the schemes which have now been devised are executed, both for men and women, I think by then that the University will have done its duty in providing residential accommodation up to a reasonable extent.

Mr N. Narayana Kurup : May I know from the honourable member whether in spite of the higher standard of admission to the University College, the standard of results is much lower than that obtaining in the mofussil colleges?

Mr. H. C. Papworth : In view of enormous numbers admitted into that institution, I shall not be surprised if the results do not further deteriorate in proportion to the increased admissions.

Mr. A. N. Tampi : I am very grateful to the House for the very constructive suggestions they have given with regard to the working of the department. During the course of the discussion, the most important thing that struck me was the

criticism regarding the introduction of the optional system in the Fourth Form. If honourable members will carefully read the report of the Education Reorganisation Committee, they will find that the school course is divided into three separate units—the primary course, the middle course and the secondary course. Each one of these units is self-contained. That is one advantageous feature of this new system. Those who stopped with the primary course will have a fair knowledge of the 3 R's which will enable them to eke out an honest living. In the next course, a higher standard of instruction is given, and when you come to the secondary course, a new venue is started when we begin with optionals. This was arranged in consonance with the conditions which have changed considerably our outlook in the last decade. It may be that in the choosing of optionals there is not sufficient background for the pupil but it is not new, for in the old days, when we went up to the intermediate, we had to choose optionals and we naturally went to our father and asked him as to what we should choose. We knew that mathematics or natural science would suit us well but yet we used to ask our parents and get their sanction before we finally decided on the optionals we could take.

Mr. K. S. Joseph: But there, the father used to give advice, but here, the child is asked to choose blindly a definite subject about which he knows nothing.

Mr. A. N. Tampi: In the present arrangement, things are not different from what existed before. Where has the father gone? He is still available for advice. When the boy came to the Fourth Form, previously he had to take physics and chemistry or natural science and some other subjects. Certainly he knew nothing about most of them.

Mr. K. S. Joseph: Were Science and Mathematics taught in the Fourth Form before this scheme?

Mr. A. N. Tampi: Yes, certainly. When the student came to the Fourth Form, Physics and Chemistry are supposed to be perfectly strange to him. Now physics and chemistry as honourable members may know, are the 'hot favourites.' You can find it from statistics that 75 to 80 per cent of the boys and girls take physics and chemistry. Mathematics is naturally added on to physics and biology is added on to chemistry. In the optional system, the great advantage that we derive is that it is a unit by itself as different from the middle school classes. Because it is a unit by itself, it has got certain advantages and if those advantages should be secured, it is necessary that we should give a thorough grinding in the various subjects.

Mr. G. Revi Varma: May I know whether there are teachers for teaching half the number of subjects in the Fourth Form?

Mr. A. N. Tampi: If honourable members will go through the University Calendar, they will find that there are such a large number of subjects in the Intermediate, and here I would like to know if there is any one college in any University which provides for all these subjects. We gave a refreshing variety as contrasted to the rigidity of the old compulsory system. Naturally we must provide sufficient number of subjects so that any school which is adventurous enough, may adopt the new system, according to the conditions that prevail, and thus evoke popularity for the particular subjects taken up in the particular centre. A number of optionals is given in any University, and it is done here also. We should not limit ourselves to a particular number of subjects. To say that we should have a fairly good number of subjects to choose from and to say in the same breath that we should have only half a dozen subjects to choose from—making it rigid—will be contradictory. So you will find that an optional system has a deliberate purpose and has a particular place in the new system of education in which we have divided the school system into three units.

Mr. K. S. Joseph: What about the practical application?

Mr. A. N. Tampi: There is no system which could be called perfect until after a period of years of actual working.

No system is infallible. If in the course of working we find that changes are necessary, we shall have to make suitable changes. The reorganisation committee made certain subjects optional which were compulsory before. We are introducing a system because according to the experts who worked on the committee it had to be changed and we have changed it.

Mr. K. S. Joseph: Could not the Director call for a report from a dozen head-masters under him asking them to point out defects they have experienced in carrying out the new system?

Mr. A. N. Tampi: Yes, Sir. When they have worked it sufficiently long and when they have understood the points, they will certainly write to me even without my asking for that. Then it will be time for me to consolidate these reports and make necessary changes.

President: I would like to know merely as a matter of administrative feature, what exactly is the suggestion made by Mr. Varma and Mr. Joseph. Obviously, the teachers will discourage the students from taking the optionals, that is, if a teacher is unable to teach physics in Malayalam or Tamil, he

might say, "what is the use of taking physics when there is nobody to teach you in the language?" Honourable members will realise this fact from their own experience. For instance, when I started scholastic education everybody then was in favour of English Literature as the basic goal and crown of men's endeavour. A little later on, History and Economics came. Though there were so many optionals, it was the History and Economics classes that were full of students. Still later, History and Economics yielded place to Natural science and then Physics and Chemistry came into the fore. Therefore, as a matter of fact, the parents and teachers will ask the students, to choose the optionals according to the opportunities that are likely to be available for the students in their future career. What is the suggestion of the honourable members?

Mr. G. Ravi Varma : സ്കൂൾ തുറക്കുന്നതുവരെ ഇതിനെപ്പറ്റി യാതൊരാലോചനയും ഉണ്ടായിരുന്നില്ല. തുറക്കുന്നതനു അല്പദിവസം മുൻപാണ് ഡിപ്പാർട്ടുമെന്റതന്നെ ഇതിനെപ്പറ്റി ആലോചിച്ചു തെരഞ്ഞെടുത്തത്. ഏതായാലും സ്കൂൾ തുറന്നതിനു ശേഷം മാത്രമാണ് പൊതുജനങ്ങൾ ഇതേപ്പറ്റി ആലോചിക്കേണ്ടതായി വന്നത്.

President : They have been rushed into it.

Mr. G. Ravi Varma : After two or three years this system may be tried.

Mr. K. S. Joseph : There are many practical defects in working out this scheme. That is why I invited the Director to ask for the opinion of a dozen headmasters. I have myself heard the defects through the headmasters.

Mr. A. N. Tampi : Certainly I shall invite their opinion after they have worked out this scheme for a reasonable period of time. The changes that we have introduced are only in the interests of the pupils and if the interests of the pupils will not be served by this, we shall certainly consider the question again.

With regard to the medium of instruction, the House will agree with me when I say that when we were children and when new subjects were taken, we were unable to understand the various intricacies of the subject with the result that the teachers were forced to use the mother tongue or the regional language.

President : Or, you might cram the whole thing by heart.

Mr. A. N. Tampi : Either the one thing or the other. I remember that in my own case, when geometry was taken for the first time in the Fourth Form, I did not understand what was going on because the teacher was speaking in English. Quite

a large number of my colleagues too were in the dark. The teacher who happened to know Tamil. Mr. Paul, then began to explain the whole thing in Tamil though that was not the language in which all the students were familiar; but even then we understood the subject better.

Mr. G. Ravi Varma: Point-ന് പായൻ എനല്ലെ പഠിച്ചിട്ടു. സുഖിമം എന്നല്ലല്ലോ. അതുപോലെ (beaker)-ന് ശുക്തവപാതം എന്ന് പഠിച്ചിട്ടാൽ എങ്ങനെയാണ്? Nobody understands.

Mr. A. N. Tampi: Certainly I do not insist upon their using a particular Sanskrit or any other word for such expressions. For instance, the equivalent for oxygen is properly used. I am not going to emphasize too much on the mere use of Malayalam or Tamil equivalents for English words. From the knowledge that you and I have gained, one would admit that when we were at school we would have understood the lessons better had they been taught in the mother tongue. Take, for instance, the ordinary school. In recitation you will find the pieces in Tamil or Malayalam recited by the pupils most marvellously. If, on the other hand, it is done in English, it is no English at all. Again take the drama in English. When it is acted it is always a failure, while Malayalam and Tamil dramas are marvellous not only in the histrionic talents exhibited by the pupils but also from the natural way in which the theme is enacted in one's mother tongue. Should that not be applied in the case of teaching? But the fact is that we have not gone through that experience with the mother-tongue when we were at school. A very able teacher in his subject, when he naturally proceeds from English to Malayalam, then in the course of a few minutes we comprehend the subject more easily than if the teacher had continued in English.

Mr. K. S. Joseph: Our objection is not about the explanation in the Vernacular but the usages of terms which are not so familiar to the teacher or to the pupil.

Mr. A. N. Tampi: Then neither the teacher nor the pupils will use it. (Laughter.)

I can assure you that the teacher is a very practical man and that he will use such expressions as will make him really useful and effective in the class.

President: Sometimes the teachers do not want to take the trouble to read books themselves, say, after the age of 60. Naturally they have a reluctance to study. (Laughter)

Mr. G. Ravi Varma: Some of us on this side of the House are also teachers.

Mr. A. Narayanan Tampi: I am sure that some of us felt diffident in talking in the mother-tongue. Sometimes we got better used than if we had started talking in English, much later in life.

The next point which was hotly debated is lack of accommodation. I may inform the honourable members that the numbers have increased to such a large extent that it was not possible to adjust the accommodation to requirements of the number. But at the same time I may assure the honourable members that additional accommodation is provided in not less than 14 High Schools and not less than 64 or 65 Middle schools and some temporary sheds have also been put out. Government have also thought carefully on the matter and permitted very liberally the starting of schools by various communities. As many as 20 to 30 new schools have been started in the last one or one and a half years. That is what we have done in the matter of relieving congestion. There was a sudden shift of about 35 to 45 thousand pupils from the Malayalam to the English Schools which was not anticipated. Whatever may be the arrangements made, it is impossible to accommodate such great numbers in the course of practically a few weeks or even a few months.

The House may also be pleased to note that Government have been pleased to sanction a separate P. W. D. Section for the Education Department. An Executive Engineer and a full staff have been appointed now who have already started work in seeing to additional accommodation in seeing to the repairs of the various buildings and redoing the various buildings and everything else that is necessary. There has been a comment here with regard to the miserable condition of the primary schools. I may tell the honourable members that in South Travancore we had 50 to 60 schools handed over to us practically over night and they were in very miserable conditions. But we were able to make them look brighter and cheerful in the course of a month.

Mr. K. S. Joseph: So we can expect that the Department will not stint very much in the matter of sanctioning new schools?

Mr. A. Narayanan Tampi: You may rest assured that Government have been very generous in the matter of opening new schools.....

President: During the last fortnight we have sanctioned half a dozen new schools.

Mr. K. S. Joseph : That is a good news.

Mr. A. Narayanan Tampi : The Dewan has been pleased to sanction very recently a school at Kothamangalam to be started if sufficient facilities exist. We are fully alive to the situation and everything will be done to see that this question of accommodation is solved satisfactorily.

The next point which I have to talk about is the price of books. The price of books, one honourable member said has been increased and it has been unfair. I may tell the honourable members that the books have been prescribed from a list approved from 1931 onwards. Is there any commodity in the whole of Travancore which is sold for the same price to-day as it was about ten years ago? Government, considering the hardship of the publisher, gave permission to increase the price of books only by 25 per cent. in 1943 on account of the conditions existing, namely, the rise in cost of paper, printing ink, etc., and more than every thing else, people should not forget the poor author. The poor author has to make a living.....

Mr. N. Narayana Kurup : May I know if the neighbouring states and Presidencies have made any such concessions?

Mr. A. Narayanan Tampi : In Mysore it is 30 per cent, that is 5 per cent. over what is obtaining here. So considering the poor author who has to exist and on account of the price of paper, etc., we have allowed them to increase the price by 25 per cent. We could not forget the author. He is a person who is often forgotten. In fact, we have been experiencing a dearth of good books for sometime and the only way with which we can see that young and promising authors come up is to give them sufficient encouragement.

President : 25,000 years ago, Horaes said speaking of an author "we subsist on oat-meal."

Mr. N. Narayana Kurup : May I know whether the honourable member intends to benefit the author by 75 per cent. of the cost of the book?

Mr. A. Narayanan Tampi : I may assure the honourable member that I have already had confidential talks with every publisher and I have told them that it will be painful duty to report to Government if they neglect the author and he is allowed to be starved while the publisher alone gains by the publishing of the books. Therefore if this department does not encourage an author of eminence and repute, I am sure no Department can do it.

Now with regard to the Pandits. There has been much controversy and I have had so many interpellations with regard to the Pandits and their pay. Mahopadhyaya course is a very difficult course. After finishing the primary stage of four years he has to pass another six years for the Sastri. Then another Entrance examination. Thus he has to spend seven years. Then four years in the college. Thus altogether he has to spend eleven years including the basic-primary and he is working practically up to the B. A. standard. People say that he knows only Sanskrit. That is not correct. He must have the M. H. standard in Malayalam or Tamil before he passess the Sastri. That such a person should not be given at least a proportion of what a graduate gets who after eleven years, takes his degree, is thoroughly untenable. So, the encouragement which the Government are, giving, him, is certainly due to him.

(President's bell)

Mr. N. Narayana Kurup: Before voting I beg to make a statement with regard to the University demand. I oppose the demand and demand a poll for the reason.....

Mr. K. G. Kunjukrishna Pillai: On a point of order, Sir, the honourable member began by supporting.

Mr. N. Narayana Kurup: But the reply of the Pro-Vice Chancellor.....

President: Perfectly right. There is no point of order. You are at perfect liberty to change your mind.

Mr. N. Narayana Kurup: സർപ്പോർട്ട് ചെയ്യുന്നത്, ചില സംഗതികൾ പറഞ്ഞുകൊണ്ടും ആവശ്യപ്പെട്ടുകൊണ്ടുമാണല്ലോ. എന്നാൽ അതു സംബന്ധിച്ചുള്ള മറുപടി തൃപ്തികരമല്ലെന്നു കണ്ടാൽ എതിർക്കുകയും ചെയ്യാം.

President: Why justify yourself? You may say that the defence of Mr. Papworth was so bad that "although I started by supporting I have now to oppose it."

Mr. N. Narayana Kurup: ആ കാര്യം കൊണ്ടുതന്നെയാണ് ഞാൻ ഇതു പറയുന്നത്. സിനിയർ ക്ലാസ്സിൽ പ്രവേശനം കൊടുക്കുന്നതിനെ സംബന്ധിച്ച് പ്രൊവൈൻഷ്യാൻസലർ പറഞ്ഞ മറുപടി തൃപ്തികരമല്ല.

President : But you cannot speak again.

Mr. N. Narayana Kurup : അതിന് കാരണം പറയുകയാണ്.

President : No, no.

Mr. N. Narayana Kurup : അദ്ദേഹത്തിന്റെ സമാധാനം സാധ്യമാക്കിക്കൊടുക്കുക. അതേസമയം തന്നെ ഫോസ്ഫേറ്റിനെ സംബന്ധിച്ച്

President : No statement is possible.

The question that Government be granted a sum of Rs. 22,45,000 under Demand XVII Education—Government grant to the Travancore University, and Rs. 85,50,270 under Demand XVIII Education—Excluding Grant to the Travancore University was put to vote and carried.

Mr. N. Narayana Kurup : I demand a poll.

A poll was taken and the House divided as follows :—

AYES—(27)

- | | |
|---|---------------------------------------|
| 1. Mr. K. G. Kunjukrishna Pillai. | 16. Mr. A. N. Satyanesan. |
| 2. „ N. Ramakrishna Pillai. | 17. „ T. M. Chidambara-thanu Pillai. |
| 3. „ S. Narayana Iyer. | 18. „ M. Sultan Mohideen. |
| 4. „ C. Kumara Das. | 19. Sahib Bahadur M. Mohamed Mustafa. |
| 5. „ N. Ramamurthi. | 20. Mr. M. K. Velu Pillai. |
| 6. „ V. Ramanuja Iyengar. | 21. Sahib Bahadur K. Shahool Hameed. |
| 7. „ H. C. Papworth. | 22. Mr. G. Ravi Varma. |
| 8. „ A. N. Tampi. | 23. „ M. K. Makar Pillai. |
| 9. Rajyasevanirata Dr. M. K. Gopala Pillai. | 24. „ Ravi Varma Valia Raja. |
| 10. Dr. S. John. | 25. „ T. W. U. Park. |
| 11. Mr. M. Govindan. | 26. „ D. Krishnan Potti. |
| 12. „ K. A. Raman Pillai. | 27. „ N. Madhavan Namboodiri. |
| 13. „ G. Narayana Iyer. | |
| 14. „ G. Madhavan. | |
| 15. „ K. G. Narayana Panicker. | |

NOES—(1)

1. Mr. N. Narayana Kurup.

NEUTRALS—(5)

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|---------------------------|--------------------------|
| 1. Mr. P. Gopalan. | 4. Mr. Paul A. Thaliath. |
| 2. Mrs. Thressiamma Kora. | 5. „ K. C. Chandy. |
| 3. Mr. K. S. Joseph. | |